

Transition Requirements Checklist

Reviewer Reference Form

August 2000

Explanation:

This Reference Form is to be used in conjunction with the Transition Checklist. The purpose of this "Reference Form" is an attempt to provide reviewers with additional information on the specific requirement and where it is located in the State IEP Form.

Not all questions included indicators and methods. Indicators and methods were included only with those questions where it was felt that further explanations and directions might be needed or helpful. The indicators provide an explanation of the question. The methods provide the reviewer with suggestions on where they might find the information.

1. Did the public agency invite the student?

Indicator:

- Every student 14 years of age and older is invited to their IEP meeting.

Method:

- Review of IEP to determine attendance or documentation of invitation.
- Review of student records to determine whether there is a record or copy of notice inviting the student (Staffing Notification).
- Clear documentation that student was invited (Stranger Test).

2. Did the student attend the IEP meeting?

Indicator:

- Signature of student under persons present at meeting.

3. If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP?

Indicator:

- Student's interests and preferences are considered when developing the IEP.
- District takes steps to ensure the IEP meeting includes the presentation and discussion of student interests and preferences.

Method:

- Review IEP for documentation that the student's interests and preferences were considered. (See PLEP, IEP Goals, STUDENT'S PREFERENCES & INTERESTS SHOULD BE CONSIDERED IN ALL DISCUSSIONS AND DECISIONS MADE IN THE IEP.)
- Interview IEP team members to verify that the student's preferences and interests were considered when the IEP was developed.

4. Will this student need involvement from any outside agency in order to make a successful transition?

Method:

- Review Student/Family Vision or Post-School Outcome Statement and then ask yourself "will this student need any services, supports or programs in order to make a successful transition from school to whatever he/she wants to do post-school?" If you feel that the student will need some type of post-school service, support or program, then the agency that can provide that should be identified along with a description of the service, support or program.
- Involvement from any outside agency in order to make a successful transition?

4a. Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services?

Indicator:

- Representative of any other agency that is likely to be responsible for providing or paying for any transition service is invited to attend IEP meetings.

Method:

- Staffing Notification
- Review IEP 'Documentation of Participation in Meeting' to determine if representatives from other agencies were present at the meeting.
- Interview IEP team member(s) to verify procedures for inviting agencies to attend IEP meetings. Request records that verify invitation.

4b. If a representative from any other agency did not attend, did the public agency take other steps to obtain their participation in the planning of any transition services?

Indicator:

- District takes steps to obtain input of other agencies in the planning of transition services when that agency cannot attend the IEP meeting.

Method:

- Review district's procedures for obtaining input of other agencies if they did not attend the IEP meeting.
- Interview IEP team member(s) to verify that steps were taken to ensure participation and input in the planning of transition services when the agency could not attend the IEP meeting. Request records that verify input of other agencies.

5. If the student is any age was parent notice provided?

Method:

- Staffing Notification

6. Does the parent notice indicate that one of the purposes of the meeting will be the development of a statement of transition services needs or a statement of needed transition services?

Method:

- Staffing or Parent Notification
- Purpose of IEP meeting statement

7. Does the parent notice indicate that the public agency will invite the student?

Indicator:

- For students who are 14 years of age and older, the parent notice must state that the student will be invited to the IEP meeting.

Method:

- Staffing or Parent Notification

8. Does the parent notice identify (by agency, position, and title) any other agency that will be invited to send a representative?

Indicator:

- If it was determined under question #4 that the student will be in need of any post-school service support or program in order to make a successful transition, then the parent notice should identify by agency, title and position who will be invited to attend the IEP meeting.

Method:

- Staffing or Parent Notification

9. Does the parent notice indicate the date, time and location of the meeting and who will be invited?

Method:

- Staffing or Parent Notification

10. Does the parent notice inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate?

Method:

- Staffing or Parent Notification

11. Does the IEP include a statement of current performance related to transition services?

Indicator:

- The IEP contains a summary of the student's present level of performance that describes strengths and needs of the student in the context of the student's desired post-school vision.

Method:

- Review IEP for a description and summary of the student's current performance in relationship to the student's desired post-school vision.

12. Does the IEP include a statement of transition service needs that specifies the student's courses of study that will be meaningful to the student's future and motivate the student to complete his or her education?

Indicator:

- The IEP contains a "statement of transition service needs."
- The statement specifies the courses and other educational experiences that the student will be taking or involved in for each year from 14 years of age on.
- The courses of study reflect educational program and planning that is individualized, is meaningful and directly relates to the student's desired post-school goals and is designed to help the student make a successful transition to post-school adult life.

Method:

- Review IEP for documentation of the statement.
- Review statement in the "IEP Transition Service Needs" to ensure that the statement:
 - reflects an educational program and plan that specifies the courses of study and other educational experiences from 14 years of age on.
 - reflects the planning of courses of study that relate to student's achieving their desired post-school goals and helping them make a successful transition to post-school adult life.

Adapted from *Transition Requirements Checklist Reviewer Reference Form*, O'Leary, January 99.

13. Does the IEP include a statement of needed transition services?

Indicator:

- The IEP contains a “statement of needed transition services.”
- The statement is a plan for the transition from school to the student’s post-school vision.

Method:

- Review IEP for documentation of a statement of needed transition services.

14. Does the statement of needed transition services consider:

**Instruction;
Related Services;
Community Experiences;
Development of employment and other post-school adult living objectives;
Daily Living Skills; and
A functional vocational evaluation?**

Indicator:

- The statement addresses the areas of instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and a functional vocational evaluation.
- The IEP contains a “statement of needed transition services.”
- The statement is a plan for the transition from school to post-school activities and adult life.

Method:

- Review IEP for documentation of the statement.
- Review statement to ensure that the statement:
 - is a plan for the transition from school to post-school adult life;
 - considers the areas of instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and a functional vocational evaluation; and
 - is reviewed at least annually.

15. Are the activities in the statement of needed transition services presented as a coordinated set of activities?

Indicator:

- The statement includes activities that reflect coordination between school, the student, family, other agencies and post-school programs, services and supports.

Adapted from *Transition Requirements Checklist Reviewer Reference Form*, O’Leary, January 99.

Method:

- Review statement to ensure that the statement reflects coordination of the plan and activities between school, other agencies and post-school programs, services and supports and includes activities that are based on the individual student's needs, preferences and interests.

16. Do the activities in the statement of needed transition services promote movement from school to the student desired post-school goals?

Indicator:

- Activities lead toward achieving the student's post-school vision.

Method:

- Review student vision or outcome statement.
- Review activities from the statement of needed transition services to ensure that they lead toward achieving the student's post-school vision or goals.

17. If appropriate, does the IEP include a statement of the interagency responsibilities or any needed linkages?

Indicator:

- Statement of needed transition services identifies the agency responsible for each activity/strategy.
- Needed post-services supports or programs are identified and the student/family are connected to the appropriate service, support or program before the student exits the public school system.

Method:

- As appropriate, identifies each agency/position responsible for each activity/strategy.
- Needed post-school services, supports, programs and provider agencies are identified and the student/family is connected to them before the student exits the public school system.

18. Is the statement of transition service needs and the statement of needed transition services reviewed at least annually?

Indicator:

- IEP review is within 12 months of prior IEP meeting and all transition requirements are in place.

Method:

- Review date of current and previous IEP meetings.

19. Does the IEP include a statement that at least one year before the student reaches the age of majority under state law, that the student has been informed of the rights under Part B that will transfer to him or her when he or she reaches the age of majority?

Indicator:

- Date of “notice of transfer of rights” must be at least one year before the student’s 18th birthday.

Method:

- Review date on Notice of Transfer of rights to ensure that the date is at least one year before the student turns age 18.

20. Did any participating agency from outside of the school system fail to provide agreed upon transition services contained in the IEP?

20a. Did the public agency responsible for the student’s education initiate a meeting to identify alternative strategies to meet the transition objectives and, if necessary, revise the student’s IEP?

20b. Did this happen as soon as possible?

Indicator:

- District reconvened the IEP team to identify alternative strategies.
- The IEP team met as soon as possible to identify alternative strategies.
- The IEP team identified alternative strategies to meet the transition service needs of the student.
- The IEP was revised as necessary.

Method:

- Review IEP to determine the nature and extent of services to be delivered by other agencies.
- Review documentation that if services were not provided that the IEP team met to identify alternative strategies and, as necessary, revise the IEP.
- Review district’s procedures for reconvening the IEP team to identify alternative strategies if an agency fails to provide agreed upon transition services contained in the IEP.